DOCUMENT RESUME

ED 082 565 FL 004 290

AUTHOR	Feidler, Marie M.; And Others
TITLE	A Guide for Latin. Preliminary Edition.
INSTITUTION	North Dakota State Dept. of Public Instruction, Bismarck.
PUB DATE	Oct 70
NOTE	33p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Audiovisual Aids; Classical Literature; *Cultural Education; *Curriculum Guides; Elementary Grades; Grammar; High Schools; Instructional Materials; *Language Instruction; *Language Learning Levels; *Latin; Listening Skills; Morphology (Languages); Phonology; Reading Comprehension; Speech Skills; Student Evaluation; Teaching Techniques; Translation; Vocabulary; Writing Skills

ABSTRACT

This guide outlines a four-year program of Latin instruction which may be used on either the elementary or high school levels. Although the program is designed to develop all four language skills--reading, writing, listening, speaking--emphasis is placed on reading comprehension. The course also provides for an appreciation of Roman culture and civilization and its contributions to Western civilization and literature. Each of the four levels corresponds to one year of the sequence. Five basic areas are covered at each level--phonology, morphology, syntax, vocabulary, culture--with one optional topic which may concentrate on linguistic contributions or outside reading. A section on evaluation criteria for each level is included, as well as a bibliography of audiovisual resources. (DD)

ED 082565

A GUIDE FOR

LATIN

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Preliminary Edition

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Bismarck, North Dakota

FL 004 290

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FOREWORD

There is strong agreement that the study of a foreign language, contemporary or classical, should have an integral place in the school curriculum and be available to all American elementary and secondary students whether or not they plan to continue their study programs in colleges or universities.

All foreign languages, classical and modern, share common goals and techniques of instruction. In outlining the guide for Latin, the basic learning skills of listening, speaking, reading, and writing needed in a modern language will be developed for Latin; however, since the main objective in the teaching of Latin is for reading and comprehension and since verbal communication is not a goal in itself as in modern languages, the time sequences for each skill should be adjusted.

This guide is not a methodology textbook; materials of this nature are available to the teachers from other sources. Nor can a publication for foreign language teachers of the State become a course of study to establish local guidelines for coverage of material. It is a guide that will assist the teacher and administrator build a better language program.

The representative committee of Latin teachers who prepared this publication hope that it will be considered as a preliminary edition, and enable teachers to use it on a trial basis with the opportunity to make suggestions for a later edition which will become part of the State Guide for Foreign Languages.

M. F. PETERSON
Superintendent of Public Instruction

ACKNOWLEDGEMENTS

The planning, writing, and production of any curriculum guide is an undertaking which requires the devoted thinking and long-time concern and attention of teachers who are interested in the education of children.

The creation of a guide in a subject area such as Latin also requires constant checking and revisions in planning and writing, to keep pace with changing trends in instruction and in materials.

North Dakota has been fortunate in having a committee, appointed for this task, whose members have been equal to the need and have contributed generously of their time and their knowledge to produce this new guide.

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October 1970

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INTRODUCTION

The objectives for Latin and modern languages are basically the same. Even though modern languages are generally considered in one category and Latin in another, there are often more similarities between the two programs than differences. Parts I and II of this Guide are an indication of this. The stated objectives are basically the same; it is mainly in the points of emphasis that the contrast arises. Since there are some differences in principles and practices, and also because there are developments in Latin instruction which deserve attention, this section is prepared as an addendum to accompany the statement of scope, content and sequence for Latin.

Students in a Four-Level Latin program will have the following general objectives:

I. To master linguistic skills necessary for reading with comprehension.

II. To read selections from Latin literature, progressing from relatively easy adaptations to original writings of lesser and great Latin authors.

III. To learn about the Roman people and their culture.

IV. To learn about and be able to appraise the contribution of the Roman language and culture to Western civilization.

Students who undertake less than a Four-Level sequence will work towards the same objectives modified to suit their level. It will be noted that they involve concomitant activities which are closely interwoven, so that no matter how long a student continues to study Latin he will work in all four areas. Within any period of time allotted and within his own capabilities, the student will develop skills to read continuous Latin writings. He will learn about the Roman people and their life, and he will develop an awareness of what is meant by our Roman heritage.

PHILOSOPHY

In over two thousand years in the history of Western civilization, not one day has elapsed that students have not been engaged in the study of Latin. That this immortal language continues to excite the minds of youth after such a long period of time is a vigorous argument for continuing Latin studies. Nonetheless we live in a time which favors pragmatism rather than the mystique of age. So it becomes the important duty of Latin teachers to explain why this most ancient of "area studies" of the Western world, although no longer "the" basic subject of American schools, still merits being "one" of the basic subjects of the high school curriculum. Latin teachers must present with clarity the immense benefits to be derived from the study of Latin which combines within itself the cultural, and in most cases, the linguistic roots of Western civilization.

The study of Latin introduces the student to a method of study which, in most cases, is unlike that of any other course he is likely to encounter. Because of Latin's highly inflectional character, the student must train himself to pay attention to detail in order to grasp meaning. This places a great importance on accuracy in diagnosing precise meaning. Effective language study taxes the memory of the student since, in order to succeed, he must constantly review material learned in order that it become second nature. This type of study, in its sequential nature, can prepare the student, often for the first time, in a methodical, detailed, and painstaking type of mental training which combats the vagueness so often prevalent in American education.

Although some have argued that English grammar is not Latin grammar and, therefore, the study of English grammar should be restricted to the English classroom, the fact is that students are often introduced to formal grammatical terminology for the first time in the Latin classroom where linguistic discipline must come into play. Since Latin grammar differs enough from English, some form of grammatical analysis is essential. Although it is true that linguistic discipline can be taught by the occasional brilliant teacher of English or modern foreign languages, it still remains primarily the Latin teacher's responsibility to introduce grammar by that most effective of teaching

devices: comparison. It is this device that the English teacher does not have at hand. There is an immediate double result from this type of training in grammar. The capable student of Latin becomes very aware of the nature of the structure of the new language and his own, and gains an increased consciousness of the basic nature of language itself: this student moves out of the dark region of linguistic provincialism.

To people who speak English the study of Latin vocabulary is of basic value. It is the civilizing half of English vocabulary which is derived from Latin. This difficult portion of English involves words essential for expressing concepts of life in scientific and abstract terms. It is obvious, therefore, that the careful study of Latin vocabulary will aid the educated man in expressing himself with precision, accuracy, and sensitivity.

Aside from being a major source of English vocabulary, Latin is the parent language of the Romance languages. During the calm and orderly presentation of the sophisticated structural characteristics of a language which no longer changes, the Latin student acquires a splendid base for further language study. This is particularly true for the Romance languages and also those which have a highly developed inflectional system.

In this age of specialization Latin also sheds its golden influence among those students of higher studies in specialized areas. From a very practical point of view, although sometimes not required, it should be obvious that Latin studies should be definitely recommended to those pursuing professions in many fields. A knowledge of Latin must prove of high vocational value to future lawyers, scientists, those in the field of theology, teachers of languages, or, in fact, to anyone desirous of obtaining a general culture.

No less important is Latin literature, an immense literary accomplishment of astounding variety. With the possible exception of ancient Greece, Latin has authors equal to the greatest of other countries and ages. This literature, which encompasses centuries from the earliest classical authors to those of the medieval period, has made the Western world heir to a vast cultural heritage. Since the great Latin literary

achievements do not translate well, their aesthetic beauties must be appreciated in the original. The great works of Latin literature, written with assiduous care by authors who paid great attention to style and detail, will offer the student a valuable experience in literary appreciation. Because they are the literary roots of our Western culture, a background in Latin and Greek literature and mythology becomes indispensable to any serious student of Western literature.

Besides the linguistic and cultural values that the study of Latin affords the student, its historical values must be taken into account. For modern Americans, although a sense of depth in culture and language is important, equally important is the development of a conception of the present based on the past. Because of the emphasis of some modern educational philosophies on adjusting the student to society at a given moment in the present, there is a tendency towards a provincialism in time. Latin, in its literature and other manifestations of Roman culture, has left an important imprint on the historical foundations of Western civilization. Becuase of this, the individual student's comprehension of the significance of the civilizations of classical antiquity should be developed as fully as possible in the American curriculum.

Because of Latin's triple usefulness in imparting historical, cultural, and linguistic values to students of the Western world, it is of paramount importance that immortal Latin be given a significant role in the American high school curriculum. Without Latin the American student will perhaps realize why he is a citizen of America; with Latin, however, he will also realize why he is at the same time a citizen of the Western world.

LEVELS

The term Level is used instead of years to indicate a student's progress in Latin. It is recognized that by its very nature and scope, Latin lends itself very well to an independent study program in which a student can advance at his own rate of speed, or a small group can advance together, especially after satisfactorily completing three semesters' work. Certain criteria should be met. Students should meet with the teacher frequently and at specified times. Assignments or contracts should be specifically outlined at the beginning of the course so there is a complete understanding between the teacher and pupil as to what must be accomplished before advancing to the next level. Behavioral Objectives as listed in the Evaluation Section of this Guide should be met, subject to modifications at the teacher's discretion.

Credit should only be awarded for the number of semesters satisfactorily completed. Allowance should be made to award credits on a single semester basis beyond the second level for students on independent study. (e.g., one-half credit per semester).

For students who are academically talented, a Fifth Level class may be correlated with the Advanced Placement Program. The essential handbook is Advanced Placement Program: Course Description, obtainable from CEEB, Box 592, Princeton, New Jersey.

SEQUENCE OF LEARNING

LISTENING - SPEAKING

The Latin language should be listening, speaking, reading, and writing--the same as in learning other foreign languages--even though the major objective of Latin study is reading. Developing listening and speaking skills is important to acquire the essence of Latin as a "living" language and a means of communication. If the aural/oral skills are the first steps, they can be the means of offering many enjoyable experiences.

Advantage should be taken of the student's initial curiosity and of the fact that this is the natural way for a student to approach a foreign language. "Est Anna." "Anna est puella." "Quis est Anna?" "Quis est puella?" and so on provides the beginning of a student-teacher dialogue which stimulates interest and affords a vehicle for introducing the sound system of Latin. The realization that Latin is primarily a medium of communication is one that should remain with him through the course.

Pronunciation is best learned by imitation of the teacher and the inductive method. Since oral communication is not the major objective, the written words may be introduced within a few days in the Latin classroom, and the correlation established between the written symbols and sounds. The skillful teacher will lead the student to drawing conclusions and arriving at certain rules of pronunciation before he is referred to the Pronunciation Guide in the text. Being actively involved in the discovery process is a more gratifying learning experience for the student.

Aural/oral activities help the student learn to read. Oral reading of the text is an effective means of leading the student to read sentences in word groups and to appreciate the aesthetic beauty of oral Latin. The proper phrasing of words helps him overcome the tendency of reading words rather than thought groups. The eye recognizes like endings, but the ear perceives rhythms. Oral Latin questions on reading, anticipating Latin responses, effectively test comprehension.

Listening to tapes can also afford a pleasant experience in literary appreciation if the oral rendition is by a classicist with a pleasant voice, good intonation, and imagination suited to the quality of the text. This is especially appropriate and stimulating in advanced

classes where the speeches of Cicero will be infinitely more effective if heard before they are read and then heard again before they are read orally. Cicero's orations, like Shakespeare's plays, were meant to be heard. There is a bit of the ham in all of us. Many students will really enjoy reading Cicero, imitating the sound and styles of a good classicist. Latin poetry was meant to be read aloud, and no interpretation of a passage should be attempted before it has been read orally. Scansion of the dactylic hexameters of Vergil should be practiced at every session of the class. The language laboratory may be ideal for listening; if fitted with playback equipment, it will be especially useful.

READING - TRANSLATING

Since reading Latin literature is a prime objective of Latin study, the Latin program generally provides the student with a generous amount of reading material on the premise that one develops ability to read by reading, reading, and reading. From the first lesson, most modern texts provide reading selections adapted to the student's progress in the linguistic skills and serving as a vehicle for conveying information about Roman life, people, institutions, and history. Adaptations from Latin literature are used until the student is ready to read in the original, the writings of Latin authors of the Republic, the Empire and the Medieval period.

From the beginning, emphasis is placed on the student's developing the habit of reading for comprehension. He is taught to comprehend meaning in the Latin word order, in thought units, with careful attention to inflectional changes, with judgment suspended until the end of the sentence. At no time should he be satisfied with deciphering words or phrases per se. Comprehension may be tested by means of Latin questions to be answered in Latin, Latin summaries, or questions and answers in English.

Comprehension may also be tested by having the student translate given passages. However, it must be recognized that translations require additional skills. Although this procedure requires accuracy in discerning the structural pattern of Latin and also the skill in expressing it in comparable English, it remains a valid activity for drawing the student's attention to details and style. There is a trend today, especially where students

expect to complete only two Levels, to have more "extensive reading" and less "intensive reading and translation." In Levels III and IV the two may be combined to make possible extensive reading of Classical authors and also more particular study of an author's style. By this time the student will have achieved a certain maturity so that he is prepared to pay more attention to his own style, the choice of appropriate words with exact shades of meaning and effectiveness.

WRITING

The writing skill may be developed simultaneously with the reading skill in Latin if it deals with the same material the student has said, heard and read several times. Completion exercises, exercises in changing the structure and forms of sentences, and dictation of previously studied material add to the student's sense of accomplishment and to his speed of learning. By the time a student has completed Level I, he should be able to write simple sentences based on familiar material. Question and answer exercises may be used in addition to the traditional procedure of translating English sentences into Latin. In Levels I and II the work generally should be done under direct teacher supervision; in the later Levels the student may write more complex sentences but will generally correlate them closely with the material being read. Some students may profit from writing creative compositions. At all Levels, work should usually be done under close teacher supervision. Not only may some students profit from writing creative compositions in which certain structures are called for (e.g., the employment of a supine, gerundives, or exclamatory accusatives), but also most students will profit from translating increasingly difficult English sentences and passages into Latin.

VOCABULARY - WORD STUDY

A very definite, conscious effort should be made to help the student master vocabulary of a given Level and then to expand his reading vocabulary. Constant review is necessary. Regular attention should be given to the principles of word formation. All the possible devices for expanding knowledge of the lexical meaning of words should be kept before students constantly. They should be encouraged to deduce meanings intelligently, resorting to dictionary definitions when necessary. They should learn thoroughly the most common stems, as well as prefixes and suffixes, for use in determining the meaning of new words.

The study of Latin is unique in that the linguistic contribution of Latin to English is stressed at all times. As far as practical, students are expected to learn English derivatives from words they have learned in their basic vocabulary. They should be able to apply the principles of word formation to English, with emphasis on the main stems, prefixes and suffixes, loan words and cognates.

INFLECTIONS - SYNTAX

The automatic association of form and syntax is necessary for facility in reading. To fix this association, the student of Latin should learn the inflected forms and the functions which they signal together. Although direct explanation by the teacher of new material is often the best, most concise, and most economical method of presentation, there is also great value, when time allows, in the use of the inductive method, having the student meet a new form in context and infer the function of the form from its context or from similarity to forms and functions already learned, with the help of the teacher. Being actively involved in the learning process by thinking things out for himself is more stimulating to a student than being a passive recipient of information, and will at times result in better retention.

It is important that the student constantly realize that the complex morphological system of Latin has an essential function as a key to meaning. It is also important that he see forms in context and practice them in sentences. After the student realizes the importance of inflection, the learning of paradigms will appear meaningful and valuable. They will become a useful frame of reference that will keep in order this complex system. The two processes of practice in context and learning of paradigms actually are likely to be done in an interwoven fashion (presentation, practice, memorization), but care must be taken that the student is always aware of the use of the forms, and does not identify them by their position in the paradigm. The Horizontal Paradigm has recently come into use as a convenient device for associating forms of the five declensions and their functions.

Grammatical analysis following the reading, if necessary, may be done in sentence exercises prepared for the purpose or in reading selections. Nonetheless, one should not forget that learning grammar is subservient to the purpose of reading Latin for comprehension and enjoyment.

LATIN

ESSENTIALS OF COMMUNICATION

	PHONOLOGY	MORPHOLOGY	SYNTAX
LISTENING	To hear all the sound contrasts of Latin when it is spoken or read at a normal rate.	To hear all the changes of meaning caused by modification of words when the language is spoken at a normal rate.	To hear the Latin without being confused by syntax.
SPEAKING	To produce all the significant sounds and intonation patterns of Latin in a manner acceptable to the teacher.	To express one's ideas orally, using appropriate grammatical forms.	To express one's ideas orally, using word order which is characteristic of the language.
READING	To associate the appropriate language symbols with the sounds for which they stand.	To draw meaning directly from the printed page through recognition of changes in meaning caused by modifications in structure.	To read directly in the Latin without being confused by syntax.
WRITING	To spell the language symbols which stand for the sounds of the language.	To express one's ideas in writing, using appropriate grammatical forms.	To express one's ideas in writing, using the appropriate word order of Latin.
CONCEPT	To understand the relationship between sound symbols and written symbols. (i.e. "phonemes" versus "graphemes").	To understand how the Latin uses such devices as gender, number, case, agreement, verb endings and other modifications of oral and written forms to express meaning.	To understand how Latin uses variations in word order to express meaning.

LATIN

ESSENTIALS OF COMMUNICATION

	VOCABULARY	CULTURE	ULTIMATE GOALS
LISTENING	To hear and understand words in normal conversational contexts.	_____	To comprehend aurally new arrangements of familiar material when spoken at normal tempo.
SPEAKING	To acquire an active, speaking vocabulary within the classroom appropriate to the subject matter for discussion.	_____	To recognize familiar vocabulary and grammatical forms and to apply them to speaking situations using acceptable pronunciation and intonation.
READING	To recognize in context a wide range of vocabulary.	To be able to read literary works, historical commentaries and classical myths and legends within the framework of the student's intellectual level or development.	To read without constant recourse to bilingual vocabulary lists.
WRITING	To express ideas in writing, using vocabulary appropriate to the subject and occasion.	To use appropriate style in relation to subject matter and occasion.	To express ideas with some facility in writing.
CONCEPT	To understand that the semantic range of foreign words usually differs from language to language.	To evaluate Roman culture within the confines of the literature and recognize its effect upon modern civilization.	To recognize the universal qualities in culture.

LATIN
FOUR-YEAR SEQUENCE LEVEL I

	PHONOLOGY	MORPHOLOGY	SYNTAX
Listening and Speaking	1. Latin pronunciation with emphasis on: a. Vowel sounds different from English: ē, ī, ō, ū, and y b. All diphthongs c. The consonants: ph as p, th as t, b as p before s or t, hard c and g, i as consonant y, sibilant s, v as w, trilled r, qu as kw 2. Stress on the purity of long vowels particularly. 3. Attention to recognition of the quantitive values of syllables, rules of accentuation, and division of syllables.	1. Nouns: first three declensions; fourth and fifth as time, text, and class permit 2. Adjectives: a. First, second, and third declensions; irregulars--alius, alter, etc. b. Comparison of adjectives including special superlatives in--rimus and--limus; comparison of irregular adjectives--bonus, malus, etc. c. Declension of comparatives d. Possessive, demonstrative, reflexive e. Cardinal numerals--unus to centum, with declension of unus, duo, tres, milia; ordinal numerals--primus to decimus 3. Pronouns: personal, interrogative, intensive, demonstrative, relative, reflexive 4. Adverbs: formation and comparison 5. Verbs and verbals: a. Principal parts, stems, and four regular conjugations, including io verbs of the third in all tenses of the indicative, both active and passive b. Imperative, present active c. Participles d. Infinitives e. Irregular verbs--sum and its compounds and possum	1. Nouns, pronouns, and adjectives a. Rules of agreement: subject with verb, adjective and participle with noun or pronoun, appositive, relative pronoun with antecedent. b. Uses of cases: (1) nominative: subject, predicate noun and adjective (2) genitive: possessive (3) dative: indirect object, with adjectives (gratus, inimicus, similis, etc.) (4) accusative: direct object, extent of time and space (5) ablative: with certain Latin prepositions: agent, accompaniment, manner, means, time, ablative absolute (optional) (6) vocative
Reading	4. Apply principles above.	A fact that should be stressed early is that Latin depends on inflection, not on word order to convey basic meaning. To build a correct picture of usual and idiomatic forms and constructions it is important to focus attention [illegible]e more frequently used forms rather than the less com[illegible]ly used ones.	
Writing	5. Stress marking of long vowels for the following words: a. 2nd conj. infinitives b. 1st decl. abl. sing. c. Gen. sing. of 4th decl. d. 2nd pers. sing. of the fut. passive of 3rd conj. verbs.	Frequence studies show a need to STRESS: 1. The third person in all tenses and conjugations of verbs. (It constitutes 85% of all tense forms.) 2. Third conjugation verbs (50%). 3. Perfect tense (40%). (It is three times more frequent than the imperfect, and is the usual past tense for narration. The distinction in meaning should be established at the beginning. Also, the Latin perfect tense is actually two tenses: past and present perfect.) 4. Participles (early familiarity with all principal parts, esp. for derivations) 5. Infinitives. 6. Nominative, accusative, and ablative cases of nouns. (85%) 7. Nouns of Third Declension. 8. Combination of 3rd Declension nouns and 1st and 2nd Declension adjectives. 9. Relative pronouns.	2. Verbs a. Indicative mood b. Infinitive: complementary, subject or object of verb; indirect statement c. Imperative: present active
Concept	6. When possible, learning of all macrons. 7. The above rules pertain to classical pronunciation. Students should also be familiar with the ecclesiastical pronunciation which is used in music and liturgy.	Less important items are: 1. Locative 2. Vocative 3. Infrequent combinations such as agricola bonus 4. One and three ending adjectives of third declension (can treat as variations of two-ending adjectives) 5. Second declension nouns in er (treat as variation of us nouns) 6. Future tense (occurs 63 times in 2318 indicative forms) 7. Future perfect tense (14 times in 2318).	

LATIN
FOUR-YEAR SEQUENCE LEVEL I

VOCABULARY			CULTURE
		OUR LINGUISTIC HERITAGE FROM LATIN	
Reading	Learning vocabulary involves knowing the nom. and gen. sing. and gender for nouns, and the 4 principal parts of verbs, first, second and third declension adjectives, and common adverbs, prepositions, and conjunctions. It is an aid to the student to be able to recognize word families, the formation of new words by employing prefixes and suffixes.	1. Derivatives from the vocabulary learned a. from verb stems and noun bases b. suffixes c. prefixes (usually derived from Latin prepositions) along with the phenomenon of assimilation. eg. ad+simulatus= assimulatus Latin expressions used in English Abbreviations used in English Mottos Proverbs Technical terminology used in various fields	The various manifestations of Roman culture are presented in both Latin and English readings: 1. Family life 2. School 3. Clothing 4. Social life 5. Entertainment 6. Religion 7. Legendary heroes 8. Art and architecture 9. Roads and travel 10. Mythology 11. Government
Writing	The basic words used in reading.		
Concept	The student can often determine the gender of 3rd decl. nouns by the nom. sing. form. eg. 3rd decl. monosyllabic nouns ending in x are feminine except those denoting masculinity. eg. Monosyllabic nouns in s preceded by a consonant are feminine except mons, pons, fons, and dens. eg. Nouns ending in tor or or are usually masculine except soror, uxor, and arbor. eg. Nouns ending in men and short us are usually neuter. Other aids may be recommended by the teacher.		

LATIN
FOUR-YEAR SEQUENCE LEVEL II

	PHONOLOGY	MORPHOLOGY	SYNTAX
Speaking Listening	Continue to stress rules learned in Level I regarding pronunciation Mechanical aids, such as tapes, are useful for short drills. An effective means of practicing oral Latin is learning, singing, or reciting songs, lines of verse, mottos, and brief quotations. Here rhythm aids memory of the sounds.	Nouns: irregulars, such as domus, vis bos, nemo; 4th & 5th declension Pronouns: idem, indef. pron. aliquis quidam, quisquam, quisque. Adjectives: comparison; 9 irregulars: alius, alter, ullus, nullus, unus solus, totus, uter, neuter; indefinite adjectives. Adverbs: Rev. formation and comparison. Verbs: Subjunctive of all conjugations; active and passive; deponents and semi-deponents; irregulars, eo, fero, fio, volo, nolo malo; impersonal verbs, coepi, etc. Verbals: all infinitives and participles the gerund and gerundive.	NOUNS & PRONOUNS - USAGE of cases a. Nominative: predicate use after fio, videor, appellor, deligor. b. Genitive: with certain adjectives and verbs; with causa and gratia; gen. of the whole; gen. of description. c. Dative: with certain adjectives; agent; purpose, reference; possessor with compound and intransitive v. d. Accusative: subject of infinitive in indirect statement; subjective complement in indirect statement e. Ablative: ablative absolute; without Latin prepositions: description; respect; degree of difference; cause comparison; separation; with deponents: fruor fungor, potior, utor, vescor. f. Locative: with place constructions VERBS - USES OF SUBJUNCTIVE a. Adverbial clauses 1. Purpose clauses with ut, ne qui, quo. 2. Result clauses with ut, ut non 3. Cum clauses: causal, concessive, circumstantial; 4. Anticipatory clauses: with dum, (while) antequam, priusquam. b. Noun clauses 1. Substantive volitive, desire or purpose, with ut, ne. 2. Noun clause of fact or result; 3. Indirect question; 4. Clause following expression of fear or doubt. c. Relative clause of description d. Independent volitive SEQUENCE OF TENSES - VERBALS 1. Gerunds and gerundives, with ad causa, gratia, to express purpose; 2. Periphrastic constructions; 3. Indirect statement 4. Negative commands
Reading	Constant practice in reading aloud with increasing ability to phrase sentences in correct thought units.		
Concept	Since Latin is almost completely phonetic, correct pronunciation is an aid to correct spelling.		Without subjunctives, ablative absolutes, indirect statements, and gerunds and gerundives, it is practically impossible to read any really idiomatic Latin.

LATIN
FOUR-YEAR SEQUENCE LEVEL II

VOCABULARY	LINGUISTIC CONTRIBUTIONS	CULTURE
Increase of vocabulary (1000-1500 words) with special attention to recognition of large number of words in a reading context. Continued study of Latin word formation. Emphasis on recognizing word families.	Continued study of derivatives based on an expanding vocabulary. Word derivation expanded to include word families in English. Emphasis on Latin expressions and derivations used in law, medicine, engineering, aviation science, etc. More abbreviations, phrases, mottos, proverbs, and quotations.	In Latin II Latin readings in many areas will serve as valuable source material for learning about Roman culture. Many of the early readings will be adaptations, but more emphasis is placed on original writings as the student's ability to read improves. Readings include selections from: Ovid - Metamorphoses, myth & legend Livy - Early History of Rome - under kings; establishment of republic; expansion through Italy; early class struggles; struggles with Hannibal; also Polybius. Pliny - Letters give an interesting view of personal life of a Roman, politics and government of the day. Plautus - Early Roman comedies. Selections from Fabulae Faciles Adventures of Ulysses Jason and the Argonauts Short narratives based on the Trojan War and adventures of Aeneas Caesar - Commentaries on the Gallic War account of Roman military expansion into Gaul, German Britain, military organization and strategy; geography; life in lands outside sphere of Roman civilization. These readings may be supplemented by: reading translations of other writings by above-named authors reading additional source material films, filmstrips, tapes, pictures, and students' projects
Instead of one-to-one equivalencies students should learn area meanings of words, which may vary with context. According to a statistical study 1500 words account for 85% of running words. Overemphasis on drill on lists of words is to be avoided in favor of more extensive reading so words can be met frequently in context.	Study of relation of Romance languages to Latin.	Specific reference should be made whenever possible to ways in which the influence of Roman culture is evident in Western civilization, esp. in America: in literature, in governmental or military concepts, in personal life.

LATIN
FOUR-YEAR SEQUENCE LEVEL III

PHONOLOGY	MORPHOLOGY	SYNTAX
1. Reading Latin orations with emphasis on rhetorical style a. Periodic sentence b. Verbs of first and second persons c. Imperative d. Flexible word order e. Transitional devices and connecting relatives f. Figures of speech 2. Reading and scanning poetry aloud with attention to ictus, meter, elision and quantity of syllables 3. Writing from dictation in Latin 4. Records and tapes of orations.	1. Nouns a. Declension of the irregular nouns domus, nemo, vis b. Locatives such as Romae, domi, ruri 2. Verbs a. Conjugation of malo b. Present imperative of deponent verbs (passive imperative) c. Ending of second person singular passive in -re; e.g. vocare instead of vocaris, sequebare for sequebaris 3. Figures of speech archaism, alliteration, anaphora, antithesis, ellipsis, hyperbole, irony, metaphor, metonymy, simile, synecdoche, hendiadys, preterition, personification 4. Prose style: analysis of style of authors read	1. Nouns a. genitive: indefinite value; : with verbs of accusing & condemning : with verbs of remembering - forgetting description : with verbs of emotion (miseret, paenitet, pudet, taedet, etc.) : of the whole b. dative : separation : purpose and reference : with compounds : with special verbs : agent with perf. passive participle c. accusative : exclamation : plural ending in is : adverbial d. ablative : cause : respect : description : comparison e. locative f. vocative 2. Verbs a. Review of subjunctive uses from Latin II noun clause of result, desire fact: indirect question; cum clauses; adverbial result and purpose clauses; b. Conditional clauses: contrary to fact but less vivid future more vivid c. Relative clauses of characteristic d. Clauses after verbs of fearing and negative doubted e. Subjunctive in direct questions and deliberative questions f. Independent subjunctive (potential, optative) g. Substantive clauses (1) Indicative with quod (2) Subjunctive (a) with ut, ne after verbs of hindering & preventing (b) causal with quod, quia & quoniam (c) quin clause with doubt, hindrance or prevention h. Historical infinitive i. Clauses of proviso j. Relative clause of cause k. Supine 3. Adjectives a. As correlatives b. Special use of alius

LATIN
FOUR-YEAR SEQUENCE LEVEL III

VOCABULARY	SUGGESTED READINGS	CULTURE
1. Latin word formation Third Year Word List as compiled by College Entrance Examination Board or New York Board of Regents	Cicero: 1. Orations I and III against Cataline 2. Excerpts from the Manilian Law, Pro Archias, De Senectute, De Amicitia, Letters In Verren Ovid: 1. Pyramus - Thisbe 2. Daedalus 3. Niobe 4. Philemon and Baucus 5. Daphne & Apollo 6. Midas 7. Phaethon Sallust: Cataline A biography of Cicero	Prominent Contemporaries of Cicero 1. Antony 2. Augustus 3. Brutus 4. J. Caesar 5. Cassius 6. Cataline 7. Cato 8. Catullus 9. Pompey 10. Sallust Roman Government in the Time of Cicero I. The Rights of Roman Citizens II. Civil Magistrates A. Quaestor B. Aedile C. Tribune D. Censor E. Praetor F. Consul III. Orders of Society A. Senatores B. Equestris C. Plebeius D. Libertini
2. English derivatives Derivatives pertaining to words of law and nature		

PHONOLOGY	MORPHOLOGY	SYNTAX
1. Oral Reading of Vergil's dactylic hexameter noting the difference between English use of accent and Latin use of quantity.	1. Greek inflectional forms	Syntax common in Latin Poetry
	2. Occasional variations in the Latin form (archaic)	1. Nouns a. Nominative: as subjective of historical infinitive : in exclamations
		b. Genitive: limiting : with adjectives and participial adjectives : with neuter adjectives or participles used substantively : with verbs of plenty and want
	Versification and terms of prosody: caesura, dactyl, diaeresis, elision, hexameter, ictus, spondee, systole, hiatus, synizesis, et al.	c. Dative: agent with passive voice : place to which, limit of motion : purpose : association with verbs meaning agree with, mix, unite, compare, resemble, struggle with, fight with, etc. : with compound verbs and compound adjectives : ethical
2. Scanning various meters used by Horace, Catullus, and other lyric poets.	Figures of speech: alliteration, anaphora, anastrophe, assonance, asyndeton, chiasmus, ellipsis, hendiadys, hyperbole, hysteron-proteron, litotes, metaphor, metonymy, onomatopoeia, oxymoron, polysyndeton, prolepsis, syncope, synecdoche, tmesis, zeugma	d. Accusative: specification : with verbs properly intransitive (cognate accus.) : limit of motion without a preposition : exclamations as subject of infinitive : with middle voice
3. Listening to tapes and viewing film strips concerning Vergil's life and works.		e. Ablative: in place constructions without a preposition
	Poetic style	2. Verbs a. Tenses: narrative present : perfect of instantaneous action
	1. Analysis of style	b. Voice: middle voice
	2. Types of Latin poetry: epic, narrative, lyric, epigram	c. Imperative: prohibitions in second person with nē. d. Infinitive: to express purpose : in exclamations : with adjectives
		e. Participle: past participle with present force

LATIN

FOUR-YEAR SEQUENCE LEVEL IV

VOCABULARY	SUGGESTED READINGS	CULTURE
A. Word study derivatives Fourth Year Word List as compiled by College Entrance Examination Board or New York Board of Regents	Vergil: The Aeneid, Books I, II, IV, VI, and others as time permits. Other Latin poets: Ovid, Catullus, Horace, Martial as determined by time and class.	Background material 1. Content of the Aeneid a. As a literary masterpiece: influence on Chaucer, Spenser, Shakespeare, Milton, Dryden, Tennyson b. Characters and mythological figures c. Geography History of Latin Poetry a. Life and works of Ovid, Catullus, Martial, Horace, and Vergil b. Augustan Age - cultural, literary and political aspects pertaining to the poetry read c. Influence of Latin poetry on later period poets

EVALUATION

In view of the recent trend toward independent study and behavioral objectives in all areas of scholastic endeavor, the suggestions for evaluation of each level, as listed here, are stated in terms of behavioral objectives.

LEVEL I

1. To demonstrate ability to read Latin selections aloud, grouping thought units and pronouncing according to the pronunciation guide of the text used.
2. To master basic vocabulary presented in Level I and pass periodic teacher-selected tests (weekly-quarterly).
3. To memorize inflections and constructions specified in the curriculum guide.
4. To illustrate the ability to comprehend the basic sentence structure of the language and to identify the subject, the verb and its complements, phrases and clauses.
5. To use in written compositions (sentences presented by the teacher) grammatical constructions.
6. To recognize, define and use English derivatives of Level I basic vocabulary.
7. To prove an acquaintance with Roman life, traditions, legends, and myths. This may be evaluated thru tests, projects, reports, and class participation.
8. To develop an awareness of the principal uses of Latin in the modern world.
9. To demonstrate aural comprehension of the language by answering questions on content of oral passages.

LEVEL II

1. To demonstrate ability to comprehend the thought of a Latin passage from Caesar's De Bello Gallico* by answering teacher-presented questions on content.
2. To memorize basic vocabulary presented by the text of Latin II level and pass periodic tests (weekly-quarterly).

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* Applicable to all readings used in the Level II

3. To indicate a mastery of first-year syntax vocabulary, conjugations and declensions by passing a comprehensive test presented by the teacher at the end of the first quarter.
4. To identify in teacher-selected passages of Latin literature the syntax presented in Latin II.
5. To use in written composition (sentences prepared by the teacher) the syntax presented in Latin II.
6. To conjugate the indicative and subjunctive mood of all verbs including irregular and deponent verbs and form their verbals.
7. To translate Caesar's De Bello Gallico with 70% accuracy using a published literal translation as criterion.
8. To demonstrate an understanding of the history of the Romans and the political situation at the time of Julius Caesar via a term paper--length to be set by teacher.
9. To demonstrate knowledge of the meanings of 500 derivatives from their Latin roots, prefixes and suffixes--list to be teacher-prepared.
10. To pass a test at the conclusion of each "War" to illustrate the mastery of the facts of the action of Caesar's De Bello Gallico.
11. To demonstrate knowledge of Gaul and the movement of tribes by labeling principal political divisions and geographical features, locating fifteen Gallic tribes on an outline map and tracing the route of the Helvetian migration.

LEVEL III

1. To read in Latin Cicero's first and third orations against Cataline and Sallust's History of the War with Cataline and demonstrate ability to comprehend the thought of selected Latin passages by answering questions presented periodically by the teacher.
2. To use in Latin composition (sentences and/or paragraphs prepared by the teacher) the syntax presented in Latin III.
3. To find and identify in Cicero's orations fifteen figures of speech listed in curriculum guide.

4. To identify twenty historical figures of Rome connected with the conspiracy and/or with Cicero's personal and public life.
5. To define or use in sentences the derivatives listed in curriculum guide with at least 70% accuracy.
6. To translate thirteen letters of Cicero or other suggested readings from Cicero.
7. To write a one-page character sketch of Cicero as orator, statesman and writer.
8. To translate 300 lines of Ovid's Metamorphoses and demonstrate knowledge of the content on an objective test.
9. To read biography of Cicero and participate in class discussion of the character of Cicero.
10. To translate passages displaying comprehension of syntax.

LEVEL IV

1. To read in Latin Vergil's Aeneid, especially Books I, II, IV, and VI, and demonstrate the ability to comprehend the thought of selected Latin passages by answering questions presented periodically by the teacher.
2. To identify characters, mythological figures and geographical places in Vergil's Aeneid.
3. To find and identify in the Aeneid the figures of speech listed in the curriculum guide.
4. To write a paper on the Aeneid as a Literary Masterpiece.
5. To write a paper on Vergil as a poet of great renown and influence.
6. To write a paper on the History of Roman Literature.
7. To translate passages from the poets, read and display comprehension of syntax.
8. To scan 25 lines of poetry, displaying (mastery) of the versification.
9. To define derivatives and use them in sentences.
10. To read or translate 4000 lines of Latin poetry.
11. To pass a written translation test.

AUDIOVISUAL RESOURCES

I. TAPES:

1. Latin Tapes for Drill and Practice
   Set A - Declension of nouns and adjectives (4 tapes)
   Set B - Declension of pronouns and irregular adjectives (4 tapes)
   Set C - Conjugation of regular and -io verbs (4 tapes)
   Set D - Conjugation of irregular and defective verbs (4 tapes)
   Set E - Grammar - use of all cases (4 tapes)
   Set F - Grammar - use of infinitives, participles, gerunds, and gerundives (4 tapes)
   Complete, 6 sets - $60.00
   Each set - $12.00
   EAV, Inc., Pleasantville, New York 10570

2. Readings - Hear and Repeat Method
   A) Caesar - First Expedition to Britain
   B) Caesar - The Customs of the Gauls and the Germans
   C) Caesar - On the Catilinarian Conspiracy
   Complete set of 3 - $18.00
   Each tape - $ 6.95
   EAV, Inc.

3. Cicero versus Catinline and Senator Romanus
   Dual track - $6.25
   EAV, Inc.

4. The Story of Jason and Medea
   Dual track - $6.25
   EAV, Inc.

5. The Death of Pliny the Elder and The Destruction of Pompeii
   Dual track - $6.25
   EAV, Inc.

6. Dido's Passion and Death
   Dual track - $6.25
   EAV, Inc.

7. Tutor That Never Tires
   128 four-minute drills on tapes, four drills per tape.
   Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, Ill. 60025

8. The Battle of Hector and Achilles
   Dual track - $6.25
   EAV, Inc.

II. RECORDS:

1. The Latin Story
   Relates the rise and fall of the Roman Empire. 12" LP - $5.95
   Simon & Schuster, Inc., Educational Division, 1 W. 39th St., New York 10018

2. Latin Multilingua Course
   A conversational course presented in 48 recorded lessons. 2 - 12" LP - $9.95
   Simon & Schuster, Inc.

3. Caesar
Readings in Latin from works of Caesar. 1 - 12" LP - $5.95
Educational Record Sales, 157 Chambers Street, New York, New York 10007

4. Cicero
Readings in Latin from works of Cicero, 1 - 12" LP - $5.95
Educational Record Sales

5. Essentials of Latin
Includes a broad selection of familiar Latin poetry, prose and historical material. 4 - 12" LP - $23.80
Educational Record Sales

6. Oedipus Rex
A Yeats translation of the Oedipus. 2 - 12" LP - $11.90
EAV, Inc., Pleasantville, New York 10570

7. The Siege of Quintus Cicero
Cicero's legion, under Gallic attack. 1 - 12" LP - $6.26
EAV, Inc.

8. The Wrath of Juno
Juno, determined to keep Aeneas from Italy, summons Aeolus to destroy Aeneas' fleet. 1 - 10" LP - $6.25
EAV, Inc.

9. Abduction of Helen
Paris, on a mission in Greece, meets Helen, and induces her to leave her husband and return with him to Troy. 1 - 10" LP - $6.25
EAV, Inc.

10. The Descent to the Underworld
Aeneas, longing to see his dead father, descends into Hades. 1 - 10" LP - $6.25
EAV, Inc.

III. 35MM COLORED SLIDES:

1. Rome: History and Civilization
A) The Roman Army and the Conquest of Italy (10) $4.95
B) Rome Under the Republic (15) $7.45
C) The Great Conquests (10) $4.95
D) The Effects of the Conquests on Roman Life (10) $4.95
E) The Crises of the Republic (15) $7.45
F) Roman Life Under the Empire (20) $9.95
Complete - 6 sets (80 slides) - $39.70
EAV, Inc.

2. A Survey of Greek Architecture
18 slides - $22.50
EAV, Inc.

3. Roman Sculpture
14 slides - $10.50
EAV, Inc.

4. Ancient Rome Today
15 slides - $11.25
EAV, Inc.

5. Family Life in Rome
   A) The Home and its Decor
   B) Furniture and Lighting
   C) Table and Kitchen Utensils
   D) Dress and Toiletry
   E) Home Life and Games
   F) City and Rural Life
   Set of 60 slides - $29.95
   EAV, Inc., Pleasantville, New York 10570

IV. POSTERS AND PRINTS:

1. Roman Statesmen
   A set of 18 posters on Roman leaders. Price per set - $3.00
   J. Weston Walch, Publisher, Portland, Maine 04104

2. Daily Life in Ancient Rome
   Set of 18 - $3.00
   J. Weston Walch

3. Greek and Roman Authors
   Set of 18 - $3.00
   J. Weston Walch

4. Greek and Roman Gods and Goddesses
   Set of 18 - $3.00
   J. Weston Walch

5. The Roman Empire
   Set of 18 - $3.00
   J. Weston Walch

6. The Decline of the Roman Empire
   Set of 18 - $3.00
   J. Weston Walch

7. Character Prints - $1.00 each
   &
   Literary Scenes - $1.00 each
   (11" x 16")

   A) Antony and Cleopatra
   B) Ben Hur
   C) The Iliad
   D) Julius Caesar
   E) The Odyssey
   F) Quo Vadis
   G) Marc Antony
   H) Brutus

   Educational Stimuli, 2012 Hammond Avenue, Superior, Wisconsin 54880

8. Historical Reconstructions of Rome
   A) Picture Map of Roman Forum
   B) Roman Forum: View A
   C) Roman Forum: View B
   D) Circus Maximus
   E) Colosseum
   F) Basilica of Maxentius
   G) Mausoleum of Hadrian
   Set - 7 prints - $18.00
   EAV, Inc.

9. Historical Reconstructions of Pompeii
   A) Hause of the Faum
   B) Pistrinum
   C) Theater
   D) Temple of Apollo
   Set - 4 prints - $12.00
   EAV, Inc., Pleasantville, New York 10570

V. 35MM FILMSTRIPS:

1. Classical Literature
   A) Iliad
   B) Odyssey
   C) Aeneid
   D) Oedipus the King
   Four strips - $24.00
   EAV, Inc.

2. A Lesson in Mythology
   1 strip - $6.00
   EAV, Inc.

3. Jason and the Golden Fleece
   1 strip - $5.95
   EAV, Inc.

4. Myths and Legends of Ancient Greece and Rome
   A) King Midas and the Golden Touch
   B) The Wanderings of Ulysses
   C) Theseus and the Minotaur
   D) Daedalus and Icarus
   E) The Trojan War
   F) Perseus and Andromeda
   G) The Labors of Hercules
   H) Orpheus and Eurydice
   I) Proserpina and Pluto
   J) Jason and the Golden Fleece
   10 strips - $50.00
   EAV, Inc.

5. Ancient Rome
   A) Great Accomplishments of the Roman Empire
   B) Caesar: Politician and Dictator
   C) Living in Ancient Rome
   D) Two Boys of Ancient Rome
   E) Architecture of Rome
   5 strips - $30.00
   EAV, Inc.

6. Old Rome
   A) The Roman City
   B) Roman Roads
   C) The Roman Villa
   D) Roman Forts and Walls
   4 strips - $22.50
   EAV, Inc.

7. Stones of Ancient Rome
1 strip - $3.60
EAV, Inc., Pleasantville, New York 10570

8. Julius Caesar
1 strip - $5.95
EAV, Inc.

9. The Celts
Tape/strip - $13.95
EAV, Inc.

10. Caesar's Army
2 strips - $11.90
EAV, Inc.

11. Caesar's Rome
1 strip - $5.95
EAV, Inc.

12. Slaves in Ancient Rome
Tape/strip - $13.95
EAV, Inc.

13. Cicero
Tape/strip - $13.95
EAV, Inc.

14. Modern Rome
LP (10")/strip - $13.95
EAV, Inc.

15. Roman Republic
Tape/strip - $13.95
EAV, Inc.

16. Vergil's Life and Works
Tape/strip - $13.95
EAV, Inc.

17. Roman Political Institutions
Tape/strip - $13.95
EAV, Inc.

VI. FILMS:

1. Ancient Rome
Coronet Instructional Films, Inc., Coronet Bldg., Chicago, Illinois 60607

2. Our Inheritance from the Past
Coronet Instructional Films, Inc.

3. Why Study Latin?
Coronet Instructional Films, Inc.

4. Rise of the Roman Empire (13 1/2 min.)
Coronet Instructional Films, Inc.

5. Decline of the Roman Empire (13 1/2 min.)
Coronet Instructional Films, Inc., Coronet Bldg., Chicago, Illinois 60607

6. Life in Ancient Rome: The Family (21 min.)
Coronet Instructional Films, Inc.

7. Ancient Paestum
Coronet Instructional Films, Inc.

8. The Calendar: Story of Its Development
Coronet Instructional Films, Inc.

9. Pompeii and Vesuvius
Encyclopaedia Britannica Films, Inc., 1150 Wilmette Avenue, Wilmette, Ill. 60091

10. Rome - City Eternal
Encyclopaedia Britannica Films, Inc.

11. Julius Caesar
Contemporary Films, Inc., 267 W. 25th Street, New York, New York 10001

12. Julius Caesar
Brandon Films, Inc., 200 W. 57th Street, New York, New York 10001

13. Fabiala
Brandon Films, Inc.

14. The Last Days of Pompeii
Brandon Films, Inc.

15. Urbs Mea
Sutherland Educational Films, Inc., 201 N. Occidental Blvd., Los Angeles, Calif. 90026

16. Orpheus and Eurydice
Sterling Educational Films, Inc., 241 East 34th Street, New York, N. Y. 10016

17. Etruscans - Master Craftsmen
Audio-visual Center, Indiana University, Bloomington, Indiana 47401

18. The Mark of the Romans
Audio-visual Center, Indiana University

19. The Noble Roman Letter
Audio-visual Center, Indiana University

20. A Roman Statesman
Audio-visual Center, Indiana University

21. Life in Ancient Rome
McGraw-Hill Films, 330 West 42nd Street, New York, New York 10001

22. Growing Up in Ancient Rome
McGraw-Hill Films

23. A Day in Ancient Rome
McGraw-Hill Films